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COMMANDERS DIGEST

INTER-AMERICAN DEFENSE COLLEGE

Inter-American Concepts Stressed At Multi-National Military School

INTER-AMERICAN DEFENSE COLLEGE

The Inter-American Defense College at Fort Lesley J. McNair, Washington, D.C., is unique in the Western Hemisphere. In the composition of its faculty and student body, in its administration, and in its financing, the College is truly one-of-a-kind. This is indicated by its mission statement:

"The Inter-American Defense College is a military institute of high-level studies devoted to conducting courses on the Inter-American System and the political, social, economic, and military factors that constitute essential components of inter-American defense, in order to enhance the education of selected Armed Forces personnel and civilian Government officials of the American republics for carrying out undertakings requiring international cooperation."

This inter-American cooperation which we enjoy today, however, was not brought about in a short period of time nor in an easy manner, although the idea of military cooperation among the hemisphere countries is not new. As early as 1824 Simon Bolivar, the "George Washington of South America," invited the newly independent governments of Latin America to send delegates to a meeting in the city of Panama to discuss unified action in defense in those early days of independence from the European colonial powers. The delegates drew up a proposed treaty of "union, league and perpetual confederation," containing detailed provisions for military cooperation against attempts at "foreign domination." This proposed treaty was not ratified by enough governments to become effective, and there were no more formal attempts on the part of hemisphere statesmen to bring about military cooperation for over a hundred years. However, progress was made toward this goal when the Organization of American States (OAS) was founded in 1890, but no provisions for military cooperation among the American states were included.

Stimulated finally by the attack on Pearl Harbor in December 1941, and by the threat to world freedom by Germany and Japan, the member nations of the OAS established the Inter-American Defense Board (IADB) in 1942, with the mission of advising the member states on Western Hemisphere security. Composed of delegates from its member countries in South America, Central America, North America, and the Caribbean, the IADB is the oldest multi-nation military partnership in the world.

After 15 years of successful operation, the IADB recognized the need and desirability of establishing an inter-American military college. After much planning on matters such as the location, curriculum, academic level, and personnel to be assigned, the Inter-American Defense College was established at Ft. McNair in October 1962. Currently the College has 497 graduates from 18 countries. Of these graduates, more than 20 have held high posts in their governments, and as of last count, eight were currently in such positions as Minister of Defense, Commanding General of the Army, Commandant of the Navy, or Chief of Staff of the Army or Navy.

Very briefly, this describes the College and where it fits within the Inter-American System, and it is also a brief history of its short but productive existence. To fully understand the College, one must understand its organization, curriculum, academic procedures, accomplishments, and the U.S. support given to the College.

Organization

The Inter-American Defense College is organized into a directorate and three main sections, with the addition of an advisory council and temporary councils and committees to assist as needed.

The directorate consists of the director and the deputy director and their staffs. The director is a general or flag officer from the host country of the College, whose normal tenure is three years. The present director is Maj. Gen. William M. Schoning, USAF. He is responsible for accomplishing the mission of the College: he directs, guides, and

conducts the activities of the College, and is authorized direct contact, on academic matters, with similar colleges in the Americas and in other countries of the Western Group.

The deputy director is a general or flag officer from a member nation of the Inter-American Defense Board other than the host country. His normal tenure is three years, and the position is rotated among the member countries, excluding the United States. The current deputy director is Maj. Gen. Carlos de Meira Mattos, Army of Brazil. He shares the functions of the director, replaces the director in his temporary absence, and is directly responsible for the organization and discipline of the student body.

The advisory council, composed of outstanding military officers and civilians from the member countries, advises the director, as he requests, on curriculum and other academic matters. The temporary councils and committees are convened as needed, by the director, to advise him on unusual problems as they may arise.

Equivalent to the faculty of the normal college, the department of studies consists of the chief and assistant chief, the advisors, the library, and the guest speakers bureau. The chief of the department of studies is a general or flag officer from a member country other than those of the director and deputy director. His normal tour is either two or three years, and this position is also rotated among the member nations, excluding the countries represented by the director and deputy director. The present chief of studies is Brig. Gen. Pedro R. Florentin, Army of Paraguay. He is responsible for the conduct of instruction in the College; he supervises all personnel in the department of studies; he plans, develops, and executes the curriculum; he directs the academic activities of the students; he directs the advisors; and he supervises the library and the guest speakers bureau.

The assistant chief of studies is Col. Joaquim A. Fonseca, Army of Brazil. He is responsible for assisting the chief of studies in planning, coordinating, and evaluating the curriculum. He coordinates the work of the advisors and coordinates with the administrative section to ensure the orderly accomplishment of the College's academic activities.

The faculty members, called advisors, are comparable to college instructors who lead seminar discussion groups and advise individual students about their theses research and writing. From the member countries of the Inter-American Defense Board, the advisors are military officers and civilian officials in the grade of colonel or equivalent. They are responsible for assisting in preparing and revising the curriculum, for helping to plan and develop the actual instruction, for guiding the students in group work, and for supervising student thesis preparation. At this time there are 17 advisors from 6 nations, including 10 Army colonels, 3 Navy captains, 3 Air Force colonels, and 1 civilian — a college professor from Brazil. They are grouped into four sections for academic purposes.

The library obtains and maintains books, scholarly periodicals, magazines, newspapers, and maps to meet the reference and research requirements of the advisors and students. In addition, library personnel perform research and develop bibliographies for the advisors on selected topics, maintain a reading room with current magazines and newspapers from Latin American nations, and provide a small rapid reading course and language tapes for the English course offered by the College to advisors and students. The library has approximately 10,000 volumes and 7,000 other publications in several languages: about 54 per cent of the total library entries are in Spanish, 35 per cent are in English, 10 per cent are Portuguese, and 1 per cent is French. Obviously a four-language library demands multi-lingual ability of all library personnel.

The guest speaker bureau assists the advisors in selecting highly qualified guest speakers for platform presentations, and also selects consultants for seminars. The guest speaker bureau then contacts those individuals selected and coordinates all necessary arrangements for their appearance at the College. Since the IADC devotes much more time to

Three years is the usual tenure for IADC's Director and Deputy Director, currently Maj. Gen. William Schoning, USAF (top), and Maj. Gen. Carlos de Meira Mattos, Army of Brazil (bottom). At center, students and advisors attend a briefing at the Organization of American States (OAS).

guest speakers than the normal college, the guest speaker bureau is vital to the success of the curriculum.

Like the composition of the body of advisors, the student body varies somewhat from year to year, but the last one was typical: 43 students from 14 nations. Each student is selected by his country, has earned the rank of colonel or lieutenant colonel or their equivalent, and usually has either attended an advanced command and staff school or earned an advanced college degree. Most are bilingual to the intermediate level and many are fluent in two or more languages. Of the last class, 4 were civilians and 39 were military, with 1 Marine, 7 Navy, 9 Air Force, and 22 Army officers. Twenty-seven were colonels or equivalent and 16 were lieutenant colonels or the equivalent. Certainly the varied background and experiences of the students contributed an important dimension to the study of inter-American subjects.

The total quota for students is 60, with each member country of the Inter-American Defense Board entitled to send three students. However, not all countries send three students, so countries that desire may nominate additional candidates, with the additional nominees being conditional to fill unused quotas. Argentina, Brazil, and Colombia each had four students in the last class, the United States and Venezuela each had five, and Ecuador had six. The senior student is always class president.

Unlike the department of studies and the student body, the administrative department is not international in composition of assigned military personnel. By regulation, the positions of chief of administration and chiefs of sections are held by officers of the host country of the College. The chief of administration is an officer in the grade of colonel or equivalent. Customarily the position is rotated among the Army, Navy, and Air Force. He is responsible for the logistic and administrative tasks of the College: he prepares the budget, informs and advises the director and assistant director on administrative matters, coordinates with the department of studies, and maintains the central files and the control of all College documents.

The operations/supply section has numerous, varied responsibilities: it operates and maintains the academic building, the visiting officer quarters, the College dining room, and the bookstore; it manages the budgets and funds, requisitioning and procuring all necessary supply items for efficient operation of the College; and it provides transportation for all scheduled trips and visits of College personnel to various places and of speakers to and from the College.

The academic support section provides language services, including simultaneous interpretation of oral presentations and translation of written material to the three languages used in the College, and audio-visual, graphic arts, and photographic assistance. Academic support also manages the College trilingual typing pool and reproduces academic materials and College publications, and provides any other direct administrative support needed by the directorate and department of studies.

The liaison section provides personal assistance to students and their families and to advisors and their families. Since most students and advisors are not native to Washington, D.C., the liaison section provides information about many things: location of embassies, names of Spanish-speaking realtors, car dealers, and barbers, and many other items of help to Latin Americans. Additionally, the liaison section handles protocol and public relations matters for the College.

The administrative section—that is, the sergeant major's office—handles College correspondence, monitors and controls administrative publications, supervises military personnel actions, coordinates all special details for the College, and operates the College mailroom—which is very important to those who could not bring their families with them.

And although all military personnel assigned to the department of administration are from the United States, almost all are fluent in Spanish.

Varied activities at IADC include the "Latin American trip," such as the visit to a Volkswagon plant in Sao Paulo, Brazil (above), guest speaker lectures in four-language simultaneous translation (below), as well as time for recreation.

All of the translators, librarians, and secretaries are proficient in English and Spanish or Portuguese, and many of them are native Latin Americans—so the administrative department, like the department of studies and the student body, in effect is international.

Curriculum

The curriculum of the Inter-American Defense College is very similar to that of the National War College, except that in this College emphasis is placed on the inter-American concept instead of just the American concept. Each year the curriculum of the College is revised to reflect the latest changes in the economic, political, military, and social development in our ever-changing world. The course is developed through an orientation period, four major divisions of study, and a period for special academic and administrative activities.

The orientation period provides the students with general information about the College, its place in the Inter-American System, the curriculum, and the academic and administrative procedures used at IADC. That is, the student learns what is expected of him here and of the facilities, personnel, and procedures that should help him complete his task at the College.

The four main periods of study are the academic "meat" of the course. Throughout, the College uses the political, social, economic, and military fields to reduce topics to manageable proportions for study. This separation of interdependent parts, however artificial, is useful for academic purposes.

The first main academic division consists of a review of fundamental aspects of the fields of power and practical exercises in working procedures. It links together and integrates the review and the practice, relating this period to other parts of the course, thus creating favorable conditions for the subsequent development of the curriculum. Such topics as fundamental aspects of philosophical thought, mass media, Western democracy, Marxism-Leninism, inflation, economic doctrines, science and technology, and collective security and defense are included among the 23 subjects studied in 35 working days during this first academic period.

The second period is devoted to study of the world situation, and consists of 36 working days in which the students study and discuss 29 topics such as multipolarity of world power, arms control and disarmament, military power of China, political panorama of the U.S.S.R. and Eastern Europe, the United Nations, and the psycho-social panorama of the Middle East.

Since it is vital to all Americans, whether North-Central-or-South-American, the Inter-American System itself is the focus of the third academic period. The curriculum examines the most relevant and current political, economic, social, and military characteristics of the American nations; analyzes the Inter-American System and its structure, as well as how it functions; and studies the problems faced by the Inter-American System, while assessing its potential and power. Such subjects as the principles and juridical basis of the OAS, collective security within the framework of the Inter-American System, revolutionary warfare and subversion in the Americas, national resources in Latin America, domestic and foreign trade in Latin America, economic integration, maritime law, the Cuban problem, and the Inter-American Development Bank are among the 32 topics studied and discussed. The time given to this period of study—60 working days—indicates the primary importance of the Inter-American System to the College curriculum.

The fourth academic period is entitled "Security and Common Defense of the Continent." The students review planning methods at the highest military strategy level, study the methodology established by the Inter-American Defense Board for planning hemispheric security and defense, evaluate the current capabilities and limitations of the Inter-American System, and engage in exercises in planning for hemispheric security

and defense. This final academic period uses many group discussions in 34 working days, allowing the students to apply what they have learned about planning for the common security and defense of the Americas.

The last period of the curriculum consists of special academic activities in which each student presents his individual research paper and defends it in discussion. This student thesis is an original expression of the student's own opinion, supported by research. Throughout the academic year, the student is scheduled for frequent research and study periods to develop his thesis, which is the basis for the oral presentation of his ideas to the College and is followed by a question and answer period. Graduation concludes the academic curriculum.

The academic year at the Inter-American Defense College extends from early September to mid-June, including 191 working days, of which 155 are devoted strictly to academics within the College. Trips and visits use 27 workings days, leaving 4 for orientation, 1 for graduation and 4 for final administrative purposes.

Academic Procedures

Since the IADC is international in both faculty and student body, the academic procedures used are somewhat different from the usual U.S. college, particularly in the emphasis placed on group work. However, the standard practices of lecture, individual student work, and visits and trips are used throughout the academic year to encourage, enhance, and reinforce student learning.

Guest speakers are very important to the College because many lecturers consult with the students on a great variety of topics. The College averages about 97 speakers and 51 consultants each year, of whom 65 per cent are English speaking, 30 per cent speak Spanish, 4 per cent, Portuguese, and 1 percent, French. Normally about 84 per cent are civilians and 16 per cent are military. Each year ambassadors, university professors, diplomats, authors, generals, and admirals address the College on subjects in which they are acknowledged experts. While here, they are given complete academic freedom and their expressed opinions are never attributed to them outside of the College without their specific permission.

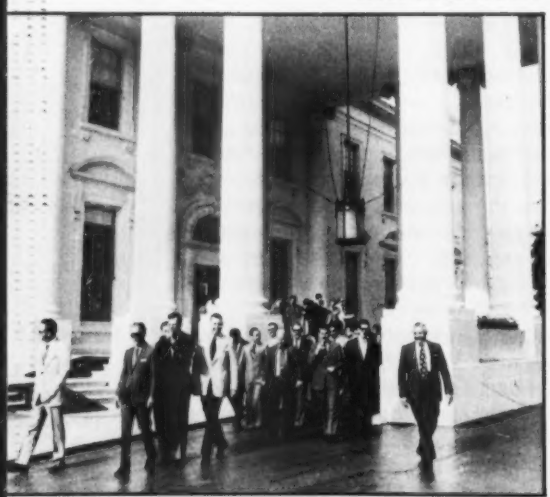
Usually a guest speaker has the entire morning for his presentation. Most speakers present two one-hour lectures and use an hour for questions and answers. Simultaneous translations present the lecture to the student in his choice of languages and also enables the speaker to understand the questions asked by the students. Normally, everything is translated into English, Spanish, and Portuguese (and French as needed), so every American can listen and speak in his native tongue and still communicate with all others involved.

Student work is of three kinds: individual study, group discussions, and thesis preparation. Each Thursday every student receives a College-prepared *Weekly Manual* in either English, Spanish, or Portuguese, containing assigned readings and a recommended bibliography for the following week. Of course, students have the library available if they want to study more thoroughly those topics which interest them.

Students engage in several varieties of group work. Seminars are the most formal, with about 10 students and a consultant under the guidance of an advisor. Using English-Spanish interpretation as needed, the consultant and students exchange views on the topic being developed. Although similar to seminars, symposia use neither consultants nor translators and are led by a student. The object of both symposia and seminars is a broad exchange of opinions and viewpoints on assigned topics.

Similar to a symposium in composition, a committee is a group that finds a solution or reaches conclusions on a specific assigned problem. Like a committee, a "strategic study" or a "country review" is focused and leads to a conclusion through a thorough study of a specific geographic area, country, or group of countries. The "strategic study"

Visits to the White House, Government agencies, and organizations of inter-American interest provide students with first-hand knowledge that supplements the academic curriculum.



involves two phases, the gathering of pertinent data and an analysis and evaluation of the data. Both the "strategic study" and the committee work conclude with briefings of the student body and faculty, in which the students present their solutions or conclusions.

Visits and trips are an important academic procedure of IADC. They are academic activities providing the student with first-hand additional knowledge that supplements the academic curriculum. Visits are limited in duration to one day and in scope to orientation. Customarily the students and advisors visit such organizations as the Inter-American Defense Board, the Organization of American States, the National War College, the Industrial College of the Armed Forces, the Department of Defense, the Department of State, the Inter-American Development Bank, the U.S. Congress, and the White House.

Trips are more ambitious, offering students the opportunity for personal contacts, informal exchanges of ideas, and observations of customs, culture, education, and social structure, in addition to more formal briefings and lectures. For example, the annual three-day trip to New York includes observation of the United Nations at work, briefings and participations in discussions with several U.N. ambassadors and officials, a briefing at the mayor's office, and a tour of the Empire State Building and downtown New York.

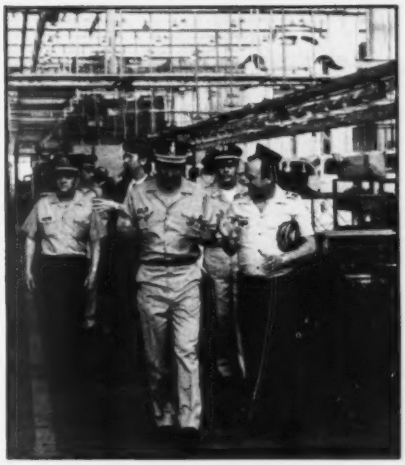
The U.S. trip is a two week attempt to sample many parts and pieces of the United States. Each year the itinerary varies somewhat, but the last one is typical. Last spring the U.S. trip included visits to the U.S. Air Force Logistics Command, the Aeronautical System Division, and the Air Force Museum at Wright-Patterson Air Force Base, Ohio; the North American Air Defense Command complex, the Air Force Academy, and Ft. Carson in Colorado Springs, Colorado; the U.S. Navy in San Diego, including the Naval Air Station (NAS), Miramar, the USS Kittyhawk (CV-63), the Naval Training Center, the Anti-Submarine Warfare Training Center, the Amphibious Base, the USS Sculpin (SSN-590), the Fleet Combat Directions Systems Training Center, and NAS North Island; also at San Diego, the Office of Emergency Services; the Governor of Arizona, the Honorable Raul Castro, and the U.S. Air Force Tactical Air Command Unit at Luke Air Force Base (AFB), Phoenix, Arizona; the USAF Strategic Air Command Unit at Carswell Air Force Base, the General Dynamics Company, the Bell Helicopter Company and LTV Aerospace Corporation in Ft. Worth, Texas; and the U.S. Army Infantry Center, Ft. Benning, Georgia.

The Latin American trip is even more extensive in scope. Since the area is so huge, the College has arbitrarily divided the member nations of the Inter-American Defense Board into four groups: the South Atlantic Group, the South Pacific Group, the Caribbean Group; and the Central American Group. Each year the College visits one of these groups of countries, in rotation. Last year the directorate, faculty, and students were guests of the Caribbean Group, visiting Haiti, the Dominican Republic, Colombia, Venezuela, and Panama. This spring the College visited Argentina, Uruguay, Paraguay, and Brazil. The exact itinerary depends on the host countries, but the College is always graciously welcomed and enabled to learn, by personal observations, about the countries visited.

Accomplishments

Like any teaching institution, the Inter-American Defense College must be judged largely on the basis of the progress of its graduates and on the image which it creates in its community.

The College enjoys an extremely high level of prestige throughout Latin America, supported by the performance of graduates and former faculty members. A total of 132 have been promoted to general/flag rank, and many others have held or hold important positions in their national governments. For example, College graduates currently are filling the following positions: Minister of Finance, Bolivia; Chief of Staff



The "U.S. trip" is a two-week attempt to sample many parts of the United States. Recent trips included visits to Ft. Carson and the North American Air Defense (NORAD) complex in Colorado.

IADB Member Nations

The 19 member nations of the Inter-American Defense Board (IADB), in alphabetical order, are:

Argentina
Bolivia
Brazil
Chile
Columbia
Dominican Republic
Ecuador
El Salvador
Guatemala
Haiti
Honduras
Mexico
Nicaragua
Panama
Paraguay
Peru
United States
Uruguay
Venezuela

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of National Defense, Chile; Minister of Public Work, Ecuador; Minister of Education, Ecuador; Commandant of the Navy, El Salvador; Chief of Staff of the Navy, Mexico; Chief of Staff of the Navy, Paraguay; First Minister and Commanding General of the Army, Peru; and other similar positions.

With respect to the image of the College in the inter-American community, Secretary General Galo Plaza of the Organization of American States has stated:

"There are institutions such as the Inter-American Defense College which give the members of the Armed Forces at the highest level an opportunity to fully realize and be convinced that we are now living in a world of broader horizons, and that the concepts of country and nationality have new implications. They have an opportunity to take back to their countries a new philosophy of life and service to their own peoples. This aspect is one of the most important in what the College is doing."

U.S. Support

Contrary to the belief of many, the College is not a part of the Department of Defense of the United States. The College is an organic part of the Inter-American Defense Board, and it is financed by the funds of the Organization of American States through the IADB, and by the individual countries who send faculty members and students. Each country financially supports its assigned personnel, therefore the United States expenses for the Inter-American Defense College are restricted to pay and allowances for U.S. Army, Navy, Air Force, and State Department personnel at the College. This includes the director; one Army colonel, one Air Force colonel, and one Navy captain assigned to the faculty, and one colonel /captain as chief of administration; and six junior officers and 27 enlisted men from the three Services. Since the College is not a part of the U.S. Department of Defense, its civilian employees are not civil service but are IADB employees paid by the OAS. Funds for operations, supplies, and maintenance are also supplied by the OAS through the IADB, and all these expenses are shared by the member nations of the OAS. Consequently, the total U.S. expenditures for the College are most reasonable when considered in light of the benefits for the United States produced by the College; in the language of business and management, the Inter-American Defense College is cost-effective.

Summary

The study of social, political, economic, and military aspects of inter-American affairs, combined with the development of harmony, cooperation, and personal friendships among representatives of many American countries, makes the Inter-American Defense College a vital influence in the Western Hemisphere. Although the United States is only one of 19 nations directly involved in the IADB and the IADC, the U.S. has a distinct influence on the College because of its location in Washington, the U.S.-provided director, and the assigned U.S. administrative personnel. In addition to the educational benefits of the College to the students and faculty, their direct observation of U.S. democracy in action has an incalculable effect on many of the future leaders of Latin America. And in the future, the personal friendships formed at the College that cross national boundaries will unquestionably advance the development of international cooperation and hemispheric solidarity.

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